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ABSTRACT

The Pyramids' Reading Program, with the Instructional Materials Center (IMC) and the Combine Component, operates in Minneapolis public and parochial Target Area elementary schools to help improve the reading skills of educationally disadvantaged children. The IMC writes, produces, and distributes the reading material used in the program, and the Combine Component trains selected classroom teachers for reading leadership roles. The personnel, training, objectives and results, and recommendations of the Primary Reading Program, Intermediate Reading Program, and Instructional Materials Center are discussed. An appendix provides The Pyramids' Intermediate Reading Programs Report--Basic Needs of Students, Suggested Guidelines for the Intermediate Reading Classroom Program, and Suggested Guidelines for the Intermediate Basic Skills Center Reading Program, Formal evaluations are printed separately. (DB)

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Pyramids' Reading Program
Project Directors' Report
1971-72

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December 1972
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Research and Evaluation Department
Educational Services Division
807 N. E. Broadway
Minneapolis, Minnesota 55413

Minneapolis Public Schools

Pyramids' Reading Program
Project Directors' Report
1971-72

Summary

The Pyramids' Reading Program, with the Instructional Materials Center (IMC) and the Combine Component, operates in Minneapolis public and parochial Target Area elementary schools to help improve the reading skills of educationally disadvantaged children. The Reading Program began operations in 1968 and focused on primary grade students until January 1972 when a component was formed to work with intermediate grade children. The Combine Component trains selected classroom teachers for reading leadership roles. The IMC writes, produces and distributes the reading material used in the program. All are located in the Florence Lehmann Education Center, 1006 W. Lake Street, Minneapolis.

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In 1971-72 the Pyramids' Reading Program and its components operated on a budget of $292,345, all of which was provided by the federal government under Title I of the Elementary and Secondary Education Act of 1965. The Reading Program operated on a budget of $44,372, the IMC spent $73,643, and the Combine Component had a budget of $174,330

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The Pyramids' Reading Program has provided many services and materials for Title I teachers and eligible pupils. The overall evaluation of services has been good, and the program has been designated as a top priority item by principals and advisory groups in both the North and South Pyramids. Extensive in-service training has been provided for teachers by the Reading Program, the IMC and the Combine Component.

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All IMC materials are original productions copyrighted by the Minneapolis Public Schools. The Center distributes a catalogue listing available materials, which include educational games, vocabulary cards, phrase cards, color-coded alphabet cards, short stories in colorful books, diagnostic materials and tests. During the 1971-72 school year nearly 500 teachers used IMC produced materials, nearly a 20 percent increase over 1970-71. Their response was enthusiastic.

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A specific listing of student needs and recommended program guidelines for the Intermediate Reading Program was developed.

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December 1972 Research and Evaluation Department

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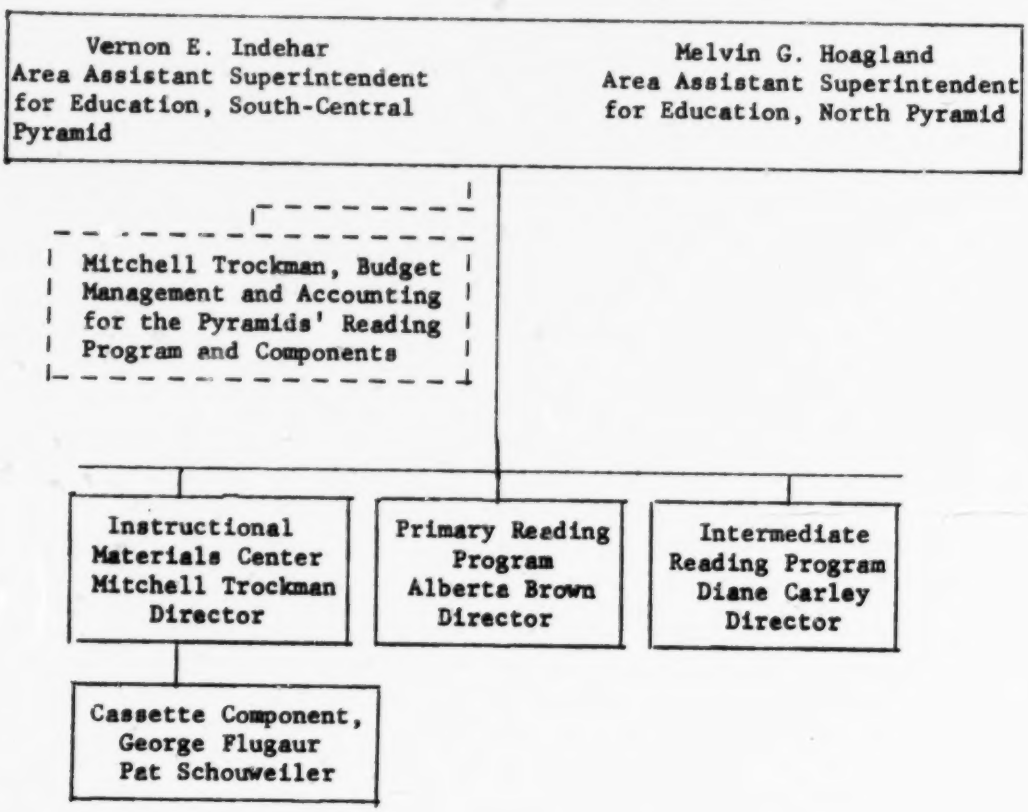
About this report . . . . . .

All Project Directors' reports published by the Research and Evaluation Department of the Minneapolis Public Schools follow the procedures and format described in Preparing Evaluation Reports, A Guide for Authors, U. S. Department of Health, Education and Welfare.

Readers who are familiar with these reports may wish to skip the first three sections describing the City of Minneapolis, the Minneapolis Public Schools and the Target Area since these descriptions are standard for all reports.

Formal evaluations conducted by the Research and Evaluation Department are printed separately and are not included in the Project Directors' reports.

This year's Pyramids' Reading Program report differs somewhat from other Project Director reports in that it incorporates all aspects of a wide-ranging program that is not under the immediate direction of a single person. Therefore, an organizational chart is included to more clearly illustrate the leadership roles in the Pyramids' Reading Program.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The City of Minneapolis

The program described in this report was conducted in the Minneapolis Public Schools. Minneapolis is a city of 434,400 people located on the Mississippi River in the southeastern part of Minnesota. With its somewhat smaller twin city, St. Paul, it is the center of a seven county metropolitan area of over 1,874,000, the largest population center between Chicago and the Pacific Coast. As such it serves as the hub for the entire Upper Midwest region of the country.

The city, and its surrounding area, long has been noted for the high quality of its labor force. The unemployment rate in Minneapolis is lower than in other major cities, possibly due to the variety and density of industry in the city as well as to the high level capability of its work force. The unemployment rate in May of 1972 was 4.1%, compared with a 5.9% national rate for the same month. As the economic center of a prosperous region rich in such natural resources as forests, minerals, water power and productive agricultural land, Minneapolis attracts commerce and workers from throughout the Upper Midwest region. Many residents are drawn from the neighboring states of Iowa, Wisconsin, Nebraska and the Dakotas as well as from the farming areas and the Iron Range region of outstate Minnesota.

More Minneapolitans (32%) work in clerical and sales jobs than in any other occupation, reflecting the city's position as a major wholesale-retail center and a center for banking, finance and insurance. Almost as many (26%) are employed as craftsmen, foremen and operatives, and 23% of the work force are professionals, technicians, managers, and officials. One out of five workers is employed in laboring and service occupations.

Minneapolis city government is the council-dominated type. Its mayor, elected for a two year term has limited powers. Its elected city council operates by committee and engages in administrative as well as legislative action.

Minneapolis is not a crowded city. While increasing industrial development has occupied more and more land, the city's population has declined steadily from a peak of 522,000 in 1950. The city limits have not been changed since 1927. Most homes are sturdy, single family dwellings built to withstand severe winters. Row homes are practically non-existant even in low income areas. In 1970, 48% of the housing units in Minneapolis

were owner-occupied.

Most Minneapolitans are native born Americans, but about 35,000 (7%) are foreign born. Swedes, Norwegians, Germans, and Canadians comprise most of the foreign born population.

Relatively few non-white citizens live in Minneapolis although their numbers are increasing. In 1960 only three percent of the population was non-white. The 1970 census figures indicate that the non-white population has more than doubled (6.4%) in the intervening 10 years. About 70% of the non-whites are black. Most of the remaining non-white population are Indian American, mainly Chippewa and Sioux. Only a small number of residents from Spanish-speaking or Oriental origins live in the city. In 1970 non-white residents made up 6.4% of the city's population but accounted for 15% of the children in the city's elementary schools.

Minneapolis has not reached the stage of many other large cities in terms of the level of social problems. It has been relatively untouched by racial disorders or by student unrest. Crime rates are below national averages. Continuing concern over law and order, however, is still evidenced by the recent re-election of Mayor Charles Stenvig, a former police detective.

One's first impression is that Minneapolis doesn't really have serious problems of blight and decay. But the signs of trouble are evident to one who looks beyond the parks and lakes and tree-lined streets. As with many other large cities, the problems are focused in the core city and are related to increasing concentrations there of the poor, many of them non-whites, and of the elderly. For example, nine out of 10 black Americans in Minneapolis live in just one-tenth of the city's area. While Minneapolis contains 11% of the state's population, it supports 28% of the state's AFDC families.

There has been a steady migration to the city by Indian Americans from the reservations and by poor whites from the small towns and rural areas of Minnesota. They come to the "promised land" of Minneapolis looking for a job and a better way of life. Some make it; many do not. The Indian American population is generally confined to the same small geographic areas in which black Americans live. These same areas of the city have the lowest median incomes in the city and the highest concentrations of dilapidated housing, welfare cases, and juvenile delinquency.

The elderly also are concentrated in the central city. In 1970, 15% of the city's population was over age 65. The elderly, like the 18 to 24 year old young adults, live near the central city because of the availability of less expensive housing in multiple-unit dwellings. Younger families have continued to migrate toward the outer edges of the city and to the surrounding suburban areas.

The Minneapolis Schools

About 77,500 children go to school in Minneapolis Most of them, about 64,700 attend one of the city's 98 public schools; 12,800 attend parochial or private schools.

The Minneapolis Public Schools, headed by Dr. John B. Davis, Jr., who became superintendent in 1967, consists of 67 elementary schools (kindergarten-6th grade), 15 junior high schools (grades 7-9), nine high schools (grades 10-12), two junior-senior high schools, and five special schools Nearly 3,500 certificated personnel are employed.

Control of the public school system ultimately rests with a seven member board which levies its own taxes and sells its own bonds These non-salaried officials are elected by popular votes for staggered six year terms. The superintendent is selected by the board and serves as its executive officer and professional adviser.

Almost 40 cents of each local property tax dollar goes to support a school system whose annual operating general fund budget in 1972-73 is $78,992,236 up from $74,340,271 in 1971-72. Minneapolis received federal funds totaling 8 million dollars in 1971-72 from many different federal aid programs. The Elementary and Secondary Education Act provided about 6.8 million dollars, of which 3.4 million dollars was from Title I funds. Per pupil costs in the system were $920 in 1970-71 while the range of per pupil costs in the state was from $254 to $1,041.

One of the superintendent's goals has been to achieve greater communication among the system's schools through decentralization. Consequently two "pyramids" or groups of geographically related schools have been formed. First to be formed, in 1967, was the North Pyramid, consisting of North High School and the elementary and junior high schools which feed into it. In 1969 the South-Central Pyramid was formed around South and Central High Schools. Each pyramid

has an area assistant superintendent as well as advisory groups of principals, teachers, and parents. The goals of the pyramid structure are to effect greater communication among schools and between schools and the community, to develop collaborative and cooperative programs, and to share particular facilities and competencies of teachers.

Based on sight counts on October 19, 1971 the percentage of black American pupils for the school district was 9.7%. Seven years before the proportion was 5.4%. Indian American children currently comprise 3.4% of the school population, more than double the proportion of seven years ago. The proportion of minority children in the various elementary schools generally reflects the prevailing housing pattern found in each school area. Although some non-white pupils are enrolled in every elementary school, non-white pupils are concentrated in two relatively small areas of the city. Of the 67 elementary schools, 11 have more than 30% non-white enrollment and four of these have over 50%. There are no all-black schools and there is one all-white school. Thirty-seven elementary schools have non-white enrollments of less than 5%.

The proportion of school age children in AFDC homes has almost doubled from approximately 12% in 1962 to 23% in 1971.

While the median pupil turnover rate for all the city schools in 1970-71 was about 23%, this figure varied widely according to location (turnover rate is the percent of students that come in new to the school or leave the school at some time during the school year, using the September enrollment as a base figure). Target area schools generally experience a much higher turnover rate; in fact only two of the target area schools had turnover rates less than the city median. Compared with the city, the median for the target area schools was almost twice as large (39%).

The Target Area

The Target Area is a portion of the core city of Minneapolis where the schools are eligible to receive benefits from programs funded under Title I of the Elementary and Secondary Education Act (ESEA). A school is eligible to receive Title I aid if the percentage of families residing in that school's district who receive AFDC payments (in excess of $2,000 a year) or have an annual income under $2,000 exceeds the city wide percentage for families in that category.

In 1971-72, nearly 24,500 children attended the 24 elementary schools, six junior highs, three senior highs and eight parochial schools that were eligible to receive this aid. One third of these students were from minority groups and one third were defined by the State Department of Education as educationally disadvantaged, i.e. one or more grade levels behind in basic skills such as reading and arithmetic. Federal programs are concentrated on the educationally disadvantaged group.

According to 1970 census data, over 170,000 persons resided in the Target Area. Of that group, 11 percent were black and 3½ percent were Indian, more than double the city wide percentage of minority group members. Over half of the Target Area residents over 25 years old have not completed high school, compared to the 35 percent of the non-Target Area residents who do not have high school diplomas. One out of five Target Area residents over the age of 25 has gone to college, and nine percent have completed four or more years. One out of four of the non-Target Area residents have gone to college, and 15 percent have completed four or more years.

The income for an average Target Area family was $9,113 in 1970, over $2,000 less than the city wide average. The homes they live in have an average value of $10,385, over 40 percent less than the average value of a single family residence in Minneapolis. One out of five Target Area children between the ages of 6 and 17 is a member of a family that is below the poverty level, while only 6 percent of the non-Target Area children have such a family status.

Schools and Neighborhoods Served by the Pyramids' Reading Program

The Pyramids' Reading Program operates in Minneapolis public and parochial Target Area elementary schools to help improve the reading skills of educationally disadvantaged children.

Target Area schools are schools located in Minneapolis inner-city areas that have been designated eligible to receive additional funds from the federal government under Title I of the Elementary and Secondary Education Act. Funds must be used to provide preventive and remedial instruction in reading, writing, mathematics and oral language to students who score at the 25th percentile or below on citywide tests or who are one grade or more behind in reading or math skills.

For the 1971-72 year, 24 public and eight parochial elementary schools were designated as Target Area schools. Most of these schools were located in the areas served by the Minneapolis Schools' North Pyramid and South-Central Pyramid, the two Pyramid groups of geographically related schools that form decentralized administrative units of the school system.

The Instructional Materials Center, a support component of the Pyramids' Reading Program established in August 1969, provided materials to about 240 teachers in Title I schools during the 1969-70 school year. During the 1971-72 school year, the number of teachers using IMC-produced materials with their disadvantaged children increased to more than 500. Figures obtained from teachers by the Minneapolis Schools' Information Services Center show that more than 90% of the 5,418 Title I-eligible children in Minneapolis elementary schools participated in the Pyramids' Reading Program during 1971-72.

History of the Project

Educators are aware that many children's learning and behavior problems stem from poor reading skills. In 1967, a Minneapolis teachers' committee composed of inner-city elementary school teachers identified reading instruction as the main area in which children needed help.

Teachers also were concerned about the many different reading instruction methods in inner-city elementary schools in Minneapolis. Some 22 different systems for teaching reading were found among 20 inner-city elementary schools. Inconsistency in reading programs was especially hard on inner-city children who moved frequently during the school year. While children who move a great

deal often stay in the same general area, they may attend several different schools within the same year. In an effort to provide some continuity for these children, and to provide a basis for more effective instructional materials development in reading, teachers from inner-city schools selected one basal reading series to be used in all their schools.

Teacher interest in reading instruction resulted in an in-service teacher training course to (1) train teachers in specific techniques for teaching reading and (2) train teachers to use a wide range of multi-sensory reading instruction materials. This course also was funded under Title I of the Elementary and Secondary Education Act of 1965. Teachers and staff of the School's Office of Planning, Development, and Federal Programs worked for one year to design the course. Teachers identified their practical day-to-day problems in teaching reading and examined possible alternatives for dealing with such problems. It was up to teachers to decide which problems and solutions would be emphasized in the course.

The teacher-training course, in turn, led to development of the IMC. Official hours of operation for the IMC during the first eleven months were 7:00 a.m. to 5:45 p.m., five days a week. To keep up with the level of service felt necessary by the IMC staff, many weekends were consumed. In preparation for the start of the 1970-71 school year, the IMC hours shifted to a 7:00 a.m. to 11:30 p.m. day during the twelfth month of operation. The work week was lengthened during the Spring of 1971 to six and seven days in order that a commitment to the Summer School program could be met.

During the Summer of 1971 the United States Government donated the Buzza Building to the Minneapolis Public Schools. Located at 1006 W. Lake Street, this large building was renamed the Florence Lehmann Educational Center. Space was set aside for the Pyramids' Reading Program on the fourth floor and during September 1971, a total of eight truckloads of IMC materials and supplies were transported to the new location.

In January 1970, plans were formulated to coordinate certain phases of the University graduate and undergraduate program in reading with the ongoing Minneapolis Pyramids' Reading Program. The goal of this cooperative venture was to provide increased instructional services to children in Target Area schools.

The Combine Component, another facet of the Pyramids' Reading Program, involves the training of selected classroom teachers (Combine Interns)

for reading leadership roles. This training is accomplished during the school day in Title I classrooms through planned educational experiences with classroom teachers and children.

Additional instructional services are provided to Title I children by two classes of undergraduate students enrolled in reading courses. Supervised by Combine Interns, these students tutor individual children and small groups who are in the greatest need of remedial help.

In the Fall of 1970, the Reading Specialist, North and South Pyramid Reading Resource Teachers, and the Combine Interns formed a reading team whose duties were to: assist Target Area teachers in testing, grouping, and diagnosing students; demonstrate teaching techniques; help teachers prepare materials; and, generally, offer faculty in-service training.

The Pyramids' Reading Program's writing team began functioning in the Spring of 1970. Its first project was the creation of a summer school program which would maintain and reinforce skills learned during the school year. The team continues to function as an extremely productive group. A great percentage of the materials produced in the IMC are a result of this team's efforts.

The Intermediate Component of the Pyramids' Title I Reading Program did not exist prior to the time period covered in this report. This program came into existence in January 1972 as an outgrowth of the Pyramids' Primary Reading Program. Its goal is the extension of reading services, similar to those offered in the primary program, to the intermediate grade Title I pupil population. These services include the development of supplementary reading materials for readers having low achievement levels, in-service education for teachers on an areawide and individual school basis, and the provision of resource teachers to aid classroom teachers through demonstration, consultation, and program evaluation. The need for an intermediate grade reading program was apparent because of the low reading levels of some intermediate grade children; each Pyramid school has groups of pupils reading as much as 4-5 years below grade level.

A specific listing of the needs was developed by Alton Greenfield of the University of Minnesota who interned as a reading specialist in the Minneapolis schools. This listing outlines, on a priority basis, the specific reading needs of the intermediate grade population (see Appendix, page 29).

Budget

In 1971-72, the Pyramids' Reading Program and its components operated on a budget of $292,345, all of which was provided by the federal government under Title I of the Elementary and Secondary Education Act of 1965. The budget breakdown for each component follows.

Reading Program

The Pyramids' Reading Program operated on a budget of $44,372. Half of this amount, $22,372, was used for salaries and consultant fees; $20,000 (45%) was spent on in-service training stipends; and $2,000 was spent for travel expenses.

Combine

The Combine program operated on a budget of $174,330. Most of this amount, $167,856 (97%) was for salaries; the remaining $6,474 was spent on travel and mileage expenses.

Instructional Materials Center

In 1971-72, the Instructional Materials Center operated on a budget of $73,643. Most of this amount, $51,595 (70%) was used for salaries; $15,400 (21%) was spent on instructional supplies and materials; and the remaining $6,648 was primarily used for machine maintenance, travel and mileage expenses and instructional equipment.

Parent-Community Involvement

Parents were involved indirectly in the planning of this project. Through Parent Teachers Associations and Pyramid advisory committees, parents had expressed their desire that improvements be made in the reading program for their children. The Title I Pyramids' Reading Program evolved from this parental concern.

After initial plans for the project were made, much effort was exerted to inform the community about the IMC and its role as part of the total Title I Reading Program.

A publication was written by the reading specialist specifically for distribution to parents of kindergarten children. This booklet described the reading readiness program and suggested games and skill improvements methods the parents could follow. A set of letter flash cards was included in the booklet.

Several groups of parents visited the Center during the year. The visits were organized by the schools and by the staff of the IMC. The feedback from the parents was very positive and encouraging.

Dissemination and Communications

A booklet entitled Title I Reading Program is available. Sufficient copies have been printed to insure distribution to concerned individuals and agencies. Copies have been offered to schools for use with PTA and other community groups.

More than 2000 visitors toured the IMC during the year. Delegations from as far away as Guam and South America and from several of the major school systems in the United States learned about all aspects of the Reading Program and IMC operation.

The staff has helped other school systems, including those of St. Paul, Chicago, Las Vegas, and Wayne, Michigan, to replicate parts of the Minneapolis reading program in their communities.

The IMC director has prepared a slide sequence that has been used to inform educators, interested parents and community residents.

A description of the project has been published. Title I Pyramids' Reading Program Administrative Report, 1969-70 is available from the Research and Evaluation Department of the Minneapolis Schools.

The United States Office of Education Compensatory Education Division will publish a report on the Minneapolis Title I Pyramids' Reading Program entitled A Title I ESEA Case Study in Summer 1972. The Minneapolis program was the only compensatory reading program in the country chosen for a case study.

For details about instructional aspects of the reading program, contact Alberta Brown, Tel. 827-2868; Dr. John Manning at the University of Minnesota, Tel. 373-5209; or Dr. Lawrence Moon, Director of Planning, Development and Federal Programs, Tel. 348-6147. The area code for all these numbers is 612. For more information about the IMC, contact Mitchell Trockman, Tel. 827-2868.

Primary Reading Program

Personnel

A reading specialist, Alberta Brown, was contracted to help implement the Pyramids' Reading Program. She had coordinated a similar, but smaller scale operation, in Clovis, California, and had been a classroom teacher at

several levels, a curriculum coordinator, an elementary principal, student teacher supervisor, college instructor, and author of reading materials.

Her responsibilities included supervising instructional aspects of the program, coordinating staff development and workshops, visiting classrooms, demonstrating techniques and materials to teachers during the school day, writing and developing instructional materials needed by teachers, coordinating teams of teachers in writing new materials, and developing materials for the Summer School Reading Program in the Target Area schools of Minneapolis.

An initial assignment performed by the reading specialist was to act as a consultant to a large committee of teachers who were working on the adoption of reading materials for children in grades 4, 5, and 6. The reading specialist also worked with the IMC project director in establishing production priorities.

Training

From August 16-25, 1972 pre-school workshops were conducted for all teachers in the Title I schools who:

- were new to the schools or grade level
- had previously not had in-service training
- desired a refresher

The Reading Team conducted four in-service training workshops for teachers working on a Pilot Pre-Primer project; three workshops for kindergarten teachers on the use of language materials; and twenty hours of workshop for kindergarten teachers from non-Pyramid Title I schools. Dr. Manning of the University of Minnesota conducted ten sessions for primary teachers.

Objectives and Results

The overall goal of the Title I Pyramids' Reading Program, which includes the Combine and the IMC, is to improve the reading skills of educationally disadvantaged children.

The Reading Program has provided many services and materials for Title I teachers and eligible pupils. The overall evaluation of services has been good.

Principals in the North and South Pyramid, as well as advisory groups, have designated the Reading Program as a top priority item. This would seem to be indicative of the importance placed upon the services of the Reading Task Force and the IMC.

There has been an enthusiastic response to the new Rebus/Mini Modified Program. The program will be extended to a majority of the first grades next year.

The Pyramids' Reading Program has received national recognition:

1. The Reading Task Force was invited to present a seminar at the International Reading Association in May 1972.
2. The United States Office of Education is now in the process of publishing a case study of the program as a replicable exemplary program.
3. The program was listed in the Federal Aid Planner as an "outstanding and exemplary program in reading."
4. The AB Dick Company has printed a case history in its educational services bulletin entitled "Minneapolis Builds Pyramid for Better Understanding." This is a nationally disseminated article.
5. The Committee on Reading for the Disadvantaged, at the International Reading Association, requested information for use in preparing a report on outstanding reading programs for the disadvantaged.

Objective I

To develop a pre-primer program which would meet the needs of grade 1 pupils better than the American Book Basal Program.

Results:

This Rebus/Modified program has been piloted by first grade teachers, and because of the demand of teachers, has been extended during the present year to many slow moving first graders and remedial second grade students. The initial stage of the program is designated as the Pyramid Rebus Program. In the Rebus stage, pupils are taught 16 structure words to mastery. Combined with rebuses (pictures) pupils are immediately able to read meaningful sentences.

The second stage occurs when the pupil moves into the Pre-Primer program, rewritten to make use of his knowledge of structure words, rebuses, and content words as taught in the Basal Pre-Primers. Called the Pyramid Modified Pre-Primer Program, this stage has stories with a great deal of content and interest.

The enthusiastic evaluations of students and teachers have resulted in an overwhelming demand for the program. It is projected that a majority of

eligible first graders and many pupils in second and third grade will be using the program next year in lieu of the Basal Pre-Primer Program.

Objective II

To provide help to teachers and Title I pupils through the assistance of teams of Reading Task Force personnel who would assist in: testing, grouping, and diagnosing students; demonstrating teaching techniques, preparing materials, and providing faculty in-service training.

Results:

A survey of teachers in ten of the Pyramid schools serviced by the Reading Task Force resulted in responses and comments (listed below) indicative of high regard for the program:

1. Have you received help in the area of reading?
   Response: 100% = yes
2. Kind of help received:
   Testing: 95%
   Grouping: 95%
   Preparation of Materials: 75%
   Demonstrations: 90%
   Diagnosis: 90%
   In-Service Courses: 50%
   Language Arts: 45%
   Other: 20%
3. How effective do you think this help was?
   Poor 0%
   Satisfactory 5%
   Excellent 95%

The following comments were made about the Reading Team and its work:

- the team builds a good relationship between teachers and the community
- most helpful in putting materials together
- gave excellent demonstrations
- real dedication was shown by the team
- the children in schools have a much better foundation in reading because of their work

. the reading team is much more adequate than any other resource help

. it is real security in knowing the team is there any time you need help

. the team is always ready to discuss our problems and perceptive to particular problems

. a very flexible group, they keep the teacher's interest high

. an outstanding group

Objective III

To devise tests to check skills at the end of each basal reader, so teachers are aware of, and can correct, any deficiencies.

Results:

Tests have been completed for levels A, B, C and D. All pupils completing these books have been tested, and indications are that teachers are using the results to do reinforcement work.

Objective IV

To make periodic surveys of pupil placement in ABC Readers as an indication of general pupil progress and as a means whereby Reading Task Force Teams can find trouble spots and render assistance.

Results:

Surveys have been made in every school in September, December and April. Indications are that, in general, pupils are being paced better, and more students are moving into higher levels of materials.

Objective V

To administer a vocabulary and comprehension test in September 1971 and September 1972 to all second grade pupils so that gains made in the two years at grade one can be compared.

Results:

September 1971 tests are corrected and recorded and the test was repeated in September 1972. The total evaluation is dependent on allocation of funds.

Objective VI

To offer in-service training to teachers in areas of need.

Results:

In-service training that has been offered includes:

- A course with Dr. Manning for primary teachers.
- Four in-service meetings with Rebus/Modified Teachers.
- Three in-service training sessions conducted for kindergarten teachers on use of the Language Materials. Evaluations were excellent.
- Twenty hours of in-service training for teachers of kindergarten pupils from non-Pyramid schools. Pyramid teachers not previously in-serviced were invited. Evaluations were excellent.

Objective VIII

To disseminate information about the Pyramids' Title I program.

Results:

The Reading Task Force has done a great deal in the way of dissemination of information locally and nationally. These efforts have included:

- Talks to parent groups.
- Setting up displays for parents' nights.
- Conducting tours of groups of teachers, students, administrators, coordinators, consultants, etc. through the IMC Center, and into classrooms for observations.
- Hosting the International Reading Association Commission on Teacher Education. This group of reading experts was taken by individual team members into classrooms of the Title I schools. They also conducted tours through the center. The entire team made a presentation of the Reading Program.
- The Reading Team conducted a two day seminar at the International Reading Association in Detroit at which representatives of twenty-five states, Mexico and Canada were represented. This audience included university professors, reading consultants, reading teachers and representatives of publishing firms.

  The general comment and letters from participants rated the presentation as "the highpoint of the IRA Convention," and "the most helpful and worthwhile meeting attended at the convention."

Objective VIII

To establish rapport between the Reading Task Force and Resource Teachers in buildings so that cooperation and coordination in the Reading Program will be better.

Results:

Three meetings have been held this year. Those Resource Teachers attending have liked the idea, and felt such meetings did help and could result in

the stated objectives being met. Meetings on a regular basis are being planned for next year.

Objective IX

To write materials to supplement, reinforce and supplant existing materials for Title I pupils and to revise existing materials when necessary.

Results:

Many projects have been completed and are in use; others have been completed and will be used during the summer and/or during the next school year. These include:

- Modified Pre-Primers ABC including teacher manuals, pupil worksheets and all ancillary materials.
- Mini-Book Transition Program (Summer School and Fall use) including a manual, worksheets, and all ancillary materials.
- Revision, modification and adaptation of portions of Saville Language Program.
- Revision and editing of the D Skillsheets.
- E Skillsheets completed; to be edited and printed this summer.
- Whitman's Read-A-Long Tapes, Listening Program for kindergarten. 12 stories on Cassette tape includes Teacher's Manual and follow up worksheets geared to kindergarten pupils. (Fall use)
- Completion of "Skill Sequence" and a "Correlation of Teaching Materials," and skills as outlined in "Skills Sequence."
- Completion of a new form for Informal Inventory.
- A game book that includes all games and activities produced to date including: Purpose, assembling procedure, materials, group size, procedures for playing, variations and catalogue descriptions.
- Production of a set of vocabulary cards for Small Word Practices.
- Completion and installation into school in Fall 1971, of tapes for Little Books at ABC Levels.

Objective X

To use Combine Interns to supervise University of Minnesota undergraduates to tutor, individually and in groups, Title I identified pupils who have been designated as those in greatest need of help.

Results:

One principal commented that the attitudes of the students improved and that they felt better about reading. He stated that teachers as well as students were helped.

Recommendations

Recommendations for the Primary Reading Program are to:

- Shift the emphasis from large size in-service classes to individual or small groups of teachers through the use of video tape sessions. Video tapes covering many aspects of the reading program from organization to techniques of teaching have already been made.
- Encourage teachers to take a refresher course using video tapes.
- Increase the involvement of teacher aides in training opportunities.
- Use teacher aides to help coordinate reading material storage and distribution within each building for more efficiency and less waste of aide and teacher time.

Intermediate Reading Program

Personnel

The personnel for the intermediate reading program consisted, at the time of this report, of a full-time coordinator, Diane Carley, and two clerk typists.

Two language arts resource teachers, one in each Pyramid, who are not funded under Title I, have had as a portion of their responsibility the implementation of reading programs. These teachers are not limited by Title I guidelines and thus only a portion of their reading work is aimed at pupils having the greatest difficulty in reading. Seven classroom and resource teachers were added to create a writing team for the creation of supplementary materials. They spent a maximum of four hours per week beyond the defined school day in this task. They were chosen on the basis of previous writing experience and interest in this type of activity. Four additional full time resource teachers were to have been added to create a team to implement the program through in-service, demonstrations, and consultation. Difficulty arose from the fact that the most qualified candidates for such positions were unwilling to leave their classroom assignments in mid-year. Thus the assignment of such personnel was postponed until Fall 1972.

Training

The planning of the intermediate component was begun with the study of needs and recommendations for implementation written by Alton Greenfield. This plan was accepted by the Area Superintendents and the principals of Title I elementary schools. The implementation of the program was then assigned to the newly appointed intermediate coordinator. The coordinator visited faculties at the various schools to receive the opinions of teachers as to their needs in remediating skills deficiences in the area of reading. These individual comments were considered in planning priorities for writing the new instructional materials for the intermediate grades.

Seventy teachers were enrolled in a ten week course taught by Dr. John Manning and fifty teachers took a three week course in comprehension skills taught by Dr. David Pearson of the University of Minnesota. These courses were offered after school hours, and the teachers received stipends for attendance. Individual schools were scheduled for release time, or after school hours in-service meetings with the coordinator. These in-service meetings were planned to share new materials with intermediate grade teachers and to obtain their further recommendations as to fulfilling their needs in the area of instructional materials.

Objectives and Results

The Pyramids' Intermediate Grades Reading Program was initiated to serve as an extension of the existing Primary Reading Program to provide older Title I pupils with the same types of services rendered by the Primary Level Reading Team which include:

1. Provision of new and/or modified instructional materials suited to the needs of these particular pupils.
2. Provision of in-service education for teachers by a team of resource teachers, through classes, classroom demonstration, and consultation with teachers.
3. Provision of in-service training for aides who work with these pupils.
4. Continuing diagnosis of specific needs of these pupils.

The greatest progress has been made in writing material to suit the needs of intermediate grade Title I pupils. The seven member writing team has developed many materials to aid in the remediation of the students' skills deficiencies.

Some in-service training for teachers of the intermediate grades has been provided. Approximately 90-95% of the Pyramids' intermediate grade teachers have attended a formal course of instruction taught by Dr. Manning that covered the basic recommended instructional techniques. This course was last offered from January to March 1972. A three session (6 hour) reading comprehension course, taught by Dr. Pearson, was offered in May and had an enrollment of 60 teachers. Meetings at individual schools have been held by the coordinator to share newly developed materials with teachers and to allow teachers to report to the coordinator the diagnosed needs of their Title I pupils.

Because the Intermediate Program began late in the school year (January 1972), there was a delay in recruiting needed personnel. The coordinator was selected, but many teachers who would be suitable resource teachers stated an unwillingness to leave their classrooms midyear to assume a new position. Thus, though the interview process has been completed and the recommendations made to the area superintendents, the four intermediate resource teachers have not begun their role of demonstration teaching, consulation and diagnosis. This is a critical component of the program and should be implemented at the opening of the 1972-73 school year.

To extend the program to the intermediate grades, a study of the needs of pupils was necessary. The specific skills which needed remediation, included in the Greenfield study (see Appendix) are:

1. Word recognition, including decoding and dictionary skills
2. Vocabulary concept development
3. Comprehension
4. Work-study habits

Some of the objectives of the Intermediate Program were the same as the second, sixth, seventh and ninth objectives of the Primary Level Reading Team. Other objectives include:

Objective I

To select a coordinator for the Intermediate Team who has intermediate orientation and reading curriculum knowledge.

Results:

A coordinator was appointed as of January 1972.

Objective II

To develop instructional materials which would aid teachers in the remediation of reading skills deficiencies as listed in the report, Basic Needs of Students.

Results:

Materials have been developed to aid in remediation of deficiencies in skill areas listed as:

- word recognition
- vocabulary concept development
- comprehension

Objective III

To enlist the services of the Instructional Materials Center to reproduce and disseminate the materials developed by the writing team.

Results:

The IMC has been, and is presently, producing and disseminating the materials which have been completed.

Objective IV

To provide in-service training for intermediate grade teachers.

Results:

In-service training was begun with the provision of a class at the University of Minnesota, a three session class on reading comprehension and numerous meetings within individual buildings.

Objective V

To enlist the services of personnel to serve as Title I reading resource teachers for intermediate grades.

Results:

Personnel for four resource positions have been interviewed and recommended and will be placed in these positions when funds are available.

Performance Objectives

I. Fifty percent of Title I pupils in the intermediate grades who are served by the program, and who have been in the Pyramids' reading program for the past two years with at least an 85 percent attendance rate, will progress one month in reading ability as measured by the Gates-MacGinitie Reading Test for every month they are in the program.

II. Eighty percent of the Title I pupils in the intermediate grades who are served by the program, and who have been in the Pyramids' reading program for the past two years with at least an 85 percent attendance rate, will progress at least 7 months in reading ability, as measured by the Gates-MacGinitie Reading Test for a nine month stay in the program.

III. No Title I pupils in the intermediate grades who are served by the program and who have been in the Pyramids' reading program for the past two years with at least an 85 percent attendance rate, will fail to make at least a 3 month gain in reading ability, as measured by the Gates-MacGinitie Reading Test for a nine month stay in the program.

Recommendations for the Intermediate Reading Program are to:

- Assign four teachers to the project to serve as reading resource teachers of Title I intermediate grades pupils in order to give concentrated classroom help.
- Continue diagnosis of pupils' needs and provision of teacher-written materials to suit the needs.
- Continue in-service training for teachers in short-term sessions aimed at building skill in specific techniques.
- Provide in-service training to acquaint aides with the materials and their role in their use.
- Continue coordination with the primary component to assure continuity in the total program.
- Increase dissemination of information about the program to keep the community informed about the project.

Instructional Materials Center

Personnel

The initial IMC staff for the 1969-1970 year included: Mitchell Trockman, an assistant elementary principal on special assignment, as project director; a clerk-typist and an offset press operator. Mr. Trockman had been a teacher, an assistant principal, and had performed several miscellaneous administrative functions during previous school years. He had an extensive background in graphic arts, equipment procurement and operation.

The director was charged with the responsibility for administrating and coordinating the Instructional Materials Center. His responsibilities included: writing specifications for equipment and supplies, coordinating remodeling of physical facilities, training clerical employees in operations of graphic art equipment, setting project priorities, establishing production schedules, preparing projected budgets and monitoring spending within assigned dollar amounts. Another responsibility of the director was coordinating the production of the IMC with the needs of the reading specialist in the area of staff development, research and development of new materials.

Among the responsibilities assigned to the clerk-typist were the tasks of being receptionist, and handling correspondence, payroll and supplies. Under the supervision of the director and reading specialist, the clerk-typist also prepared press-ready copy using various types of graphic art equipment such as a photo-type composing machine. The clerk-typist assisted in filling orders

for materials from teachers and kept a detailed inventory of all materials placed in classrooms.

The offset press operator operated the printing and binding equipment, assisted in shipping prepared materials, maintained an inventory of raw materials, and trained several Neighborhood Youth Corps members in the operation of an offset print press.

Assistance also was rendered by Neighborhood Youth Corps members and other teachers and clerical people assigned on a temporary basis for short periods of time.

Each staff member had special qualifications and training which allowed an immediate start-up of the Instructional Materials Center without the need for them to train or "break-in".

The clerk-typist brought to the project many years of clerical experience and rapidly became proficient in the operation of new types of equipment.

The offset press operator had formal training and was experienced in the operation of high speed printing presses and miscellaneous binding and graphic art equipment.

Both the clerk-typist and the offset press operator positions were difficult to fill. These positions were established above the normal entry level and hence required fully experienced employees rather than trainees.

During 1970-1971 the IMC staff was increased by the addition of another clerk-typist and a part-time duplicating machine operator.

Staffing of the IMC was increased during the 1972 fiscal year to: two duplicating machine operators and three clerk typists. Additionally, two clerk-typists were added during December in order to support the new Intermediate level team. Funding for these two positions was provided by Title I, "Part C" funds.

Training

A major function of the IMC has been to support teachers who have been trained in specific methodology. Without the intense pre-service and in-service training of teachers and para-professionals that is part of the Pyramids' Reading Program, the IMC would be merely a print shop.

Dr. John Manning, of the University of Minnesota, teaches the in-service course, which was first offered to 84 teachers during the summer of 1968. Approximately 125 teachers took a similar course during the summer of 1969.

One-hundred forty teachers enrolled in the course during Fall 1969, and the same number in Spring 1970. Seventy teachers enrolled in Summer 1970. Parochial school teachers also participated. Title I funds supported this training program.

The course emphasized practical help for teachers. Course instructors taught demonstration lessons to children selected by participating teachers from their own classrooms. Four broad areas were covered:

1. Effective initial instruction in reading for disadvantaged boys and girls;

2. Practical classroom methods for diagnosing reading disabilities;

3. Classroom methods and materials for treating specific reading difficulties;

4. General principles and classroom methods of helping children with severe reading disabilities.

Materials development has been one of the most important aspects of the course. A whole range of materials has been designed to teach each reading skill. For children who do not learn best with auditory aids, there were many materials which utilized a child's visual and tactile senses. Teachers took an active role in constructing materials during the course.

During 1971-72, the IMC logistically supported staff development sessions held prior to the fall term and during the school year. Training sessions ranged from individualized meetings to sessions attended by more than 140 teachers.

Project Operations

Materials Production

None of the materials produced by the IMC are available from commercial publishers. All materials produced are original and are copyrighted by the Minneapolis Public Schools. A basic rationale for the inception of the IMC was the need for materials tailored to the specific needs of disadvantaged readers in Minneapolis Target Area schools. Teachers and the reading specialist work together to design most materials.

The Center has produced a wide variety of materials including more than 30 educational games for kindergarten children, vocabulary cards, phrase cards, color-coded alphabet cards, comprehension games, materials for parents, short stories in colorful booklets, diagnostic materials, and tests. The Center

distributes a catalogue to keep teachers informed about what materials are available.

Teachers were not permitted to obtain materials from the Center until they completed the special teacher training course. The Center maintained a detailed inventory of all materials sent to each teacher. This inventory helped guide the Center staff in planning new materials, based on what teachers requested most frequently; as well as simplifying auditing and accounting.

Equipment

To produce the materials, equipment was procured which would allow for an efficient low cost operation. Major items are: an offset press, camera for making plates, processing unit to develop plates, power paper cutter, semiautomatic collator, photo type composing machine. The Center uses other equipment commonly found in a printing operation, such as: a light table, waxer, typewriters, and a padding press. The initial capitalization of equipment was approximately $12,000.

The 1970-71 budget included funds for some additional equipment that was needed to keep up with the demands for additional materials by the classroom teachers. The additional equipment included: an automatic collator with the capability of gathering and stapeling 35,000 sheets of paper an hour, a roll fed laminator which puts a coating of mylar on items, a stock rack for drying printed materials, additional shelving for storage of finished materials, and a fully automatic electrostatic plate maker which, when delivered, will cut the plate making costs by two-thirds.

During 1972 additional shelving was added to previously purchased shelving. The coordinator of the Intermediate level reading team started to write multiple page supplementary readers. A sticher-folder attachment for the automatic collator, which allowed for fully automatic production of booklets, was purchased.

Facilities

During 1970-71, the Instructional Materials Center was located in the George J. Gordon Educational Center, 1616 Queen Avenue North. In September 1971, it was moved to the Florence Lehmann Educational Center, 1006 West Lake Street, where the IMC has four times its former floor space.

Between August 1969 and June 1970, about 1,000 square feet was used by the IMC. In June 1970, the space allocation was doubled to help alleviate a serious space problem. The move to the Lehmann Educational Center has provided

over 4,000 square feet of production, storage and office space.

Cassette Center

Another Title I project, the Clinton Cassette project, which was testing the concept of providing non-text curriculum materials for children who were severly disadvantaged in reading was merged with the IMC during 1972.[1]

The cassette staff included two resource teachers and a clerk-typist. The cassette project has started to tool up to provide services to all Title I elementary schools that it formerly provided only to Clinton School.

The cassette equipment is compatible with the audio equipment purchased previously by the IMC. During July and August taped lessons were packaged and distributed to all Title I elementary schools.

Curriculum Development

The past three years has seen the development of many different types of materials for purposes of teaching and reinforcing skills in reading and related language arts.

Developments this past year have included: a Rebus Program to teach structure words with rebuses used as content words; a Modified Pre-Primer program correlating Rebus and American Book Basic vocabulary; and an intermediate step called the Mini Book Transition Program.

Teachers manuals and ancillary materials are a part of these programs.

End of Book Tests have been completed through the Primer Level.

The program to teach phonology and syntax in the kindergarten has been revised and expanded.

A listening program for kindergarten based on Whitman's Read Along Stories has been completed.

A second form of the informal inventory has been completed.

A Game Handbook covering all games created by the staff has been compiled.

The materials which have been created by the Intermediate Grades Writing Team included consumable eight-page supplementary reading books at the 2^1 and 2^2 reading levels, games and worksheets to reinforce and/or remediate deficiencies in specific skills at the 1, 2^1, 2^2, and 3^1 reading levels, tape recorded lessons for remediation on specific skills in which deficiencies have been noted, and work cards and word strips for review and/or decoding practice.

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[1] See the Clinton Cassette Pilot Center, Project Director's Report, 1971-72, Minneapolis Public Schools, Minneapolis, Minnesota, October 1972 for a complete description of the Cassette program.

Objectives and Results

The Instructional Materials Center is a service component to the Title I Primary Level Reading Team, Intermediate Level Reading Team, Elementary Math Project, Basic Mathematics Project and Basic Skills Centers.

Services provided fall mainly into the classification of production. Production areas are printed materials, audio cassette materials, video tapes, photographic and numerous miscellaneous areas.

One job of the IMC is to produce materials that teachers have designed or learned to use in the Pyramids' Reading Program Teacher Training course. The objective is to supply teachers with a variety and quantity of useful instructional materials for specific skills geared to the one basal reading series in use in both Pyramids and other Title I eligible elementary schools.

During the 1971-72 school year about 500 teachers used IMC produced materials; representing nearly a 20% increase from 1970-71 and double the number in 1969-70.

The enthusiasm created when the project started has continued. Teachers have remained very active in their use of materials and acceptance of training opportunities.

Several informal questionnaires and opinion surveys and evaluations have been made. The response has been overwhelmingly encouraging.

A longitudinal evaluation of the Pyramids' Reading Program has been contracted to the Evanston, Illinois office of the Educational Testing Service.[2]

Clinton Cassette Project
Objectives and Results

The Clinton Cassette Project was launched during the 1969-1970 school year to find out if children with reading problems could learn their lessons by listening to them on cassette tapes. Now, in its third year, the project is funded under Title I of the Elementary and Secondary Education Act.

Late in 1971 the Clinton Cassette Project was moved from Clinton School to the IMC. The purpose of moving the project was to make the Cassette Project part of the IMC and hence increase the cost effectiveness of both the IMC and the Cassette component.

The movement of equipment and personnel was orderly and done without loss of productivity.

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[2] Pyramids Reading Program Sibling Study; A Progress Report. Evanston: Educational Testing Service, 1971.

The Cassette Component will now serve all Title I elementary schools with almost no increase of cost above the amount spent serving just Clinton School.

Objective I

To logistically support the Title I Primary and Intermediate Level Programs.

Results:

Supply, financial, clerical, production, inventory control and personnel functions of the Title I Reading Program were successfully managed during 1971-72. The curriculum people were relieved of those details not directly related to curriculum matters and were allowed increased time to provide service to Title I eligible children.

Objective II

To fill requests from classroom teachers for materials with a minimum of delay.

Results:

All incoming requests were filled the same day they were received. A limited number of materials were back ordered. Back orders were filled and shipped the same day the item became available.

Objective III

To produce materials requested by the Primary and Intermediate Reading Team Coordinators.

Results:

All materials which were written and approved for production were quickly placed into the production schedule.

Objective IV

To create a library of cassette tapes that elementary teachers in inner-city schools would consider to be meaningful and useful in the instruction of Title I children.

Results:

Based on empirical information the staff feels that the Clinton Cassette Project has been very successful. The enthusiasm of the teachers as exemplified by their overwhelming requests for more tapes and services and their innovative suggestions is proof of their genuine interest in

the project.[3]

Objective V

To re-evaluate the tape lessons and revise those that needed revision, so as to have a core of cassette tape lessons that can be used to establish a cassette tape library in all Minneapolis Title I schools.

Results:

Sufficient progress has been made so that in September 1972 we will provide 200 complete cassette tape lessons, properly boxed, labeled and ready for use for each of the Title I schools in Minneapolis. During the 1972-73 school year, we plan to add an additional 100 cassette tape lessons to each cassette tape library.

Objective VI

To get the tapes into daily use for Title I children in the classrooms at Clinton School and in the homes of Clinton Title I children.

Results:

The students have come to accept the project as a stimulating facet of their school program; they look forward to using the cassette recorders in class and have been particularly excited about the opportunity to take the recorders home overnight. The response from parents has been positive--they are becoming proud of their children's school.

The cassette tape circulation figures show that the 155 Title I children (38% of the pupils enrolled at Clinton School) used the tape lessons 12,262 times from September 1971 through April 1972.

Recommendations

Recommendations for the IMC program are to:

- Investigate the possibility of using the Minneapolis Public School's data processing equipment for inventory control purposes.
- Have IMC staff members visit each school at least twice a year to ascertain level of service required and to investigate reactions of teachers, aides, administrators to services being provided.
- Put increased emphasis on disseminating information to parents and the community about the program.
- Increase communication with similar projects both within and outside the school system.

[3] Teachers' Ratings of Cassette Tapes Developed at the Clinton Pilot Cassette Center, Clinton Elementary School, Summer 1971. Minneapolis: Minneapolis Public Schools, 1971.

Appendix

The Pyramids' Intermediate Reading Programs Report

Basic Needs of Students

1. Word recognition program which includes such components as contextual clues, phonic analysis, structural analysis and dictionary skills.

2. A vocabulary program which builds on the basal vocabulary words such that concepts are developed around these words through the following means:

   a) multiple meanings
   b) synonyms, antonyms, and homonyms
   c) context clues
   d) structural analysis i.e., root words, prefixes, suffixes, syllabication, and accent
   e) content area emphasis
   f) library or trade books

3. A comprehension program which develops an awareness of the relationships between words, phrases, sentences, paragraphs, and longer selections. The program should also allow the child to identify and use the various levels of comprehension (literal, inferential, applied) and the organizational patterns of written material such as cause/effect, comparison/contrast, time/order, enumerative order, main idea, etc.

4. A study skills program which stresses those skills which are particularly relevant to the reading and study of informational type materials associated with content areas. This program would include the following skills:

   a) location of information
   b) organization of information
   c) outline preparation
   d) selection of information
   e) use of a table of contents, index, etc.
   f) rate and flexibility of reading
   g) following directions
   h) techniques or habits of study (P Q R S T or S Q 3 R)

5. A language arts block of time which allows the child to learn in a thorough and sequential way the main features of a writing system, that is, the sound and spelling relationship and the nature of the syntax. This program must in every way possible correlate and enhance the reading program so that the sequence of skills and methods of presentations are complementary.

Suggested Guidelines for the Intermediate Reading Classroom Program

1. Develop and utilize existing materials that would stress sound/symbol relationships, contextual clues, phonic and structural analysis, and beginning dictionary skills. (See basic need no. 1)
2. Develop a vocabulary program that would increase the child's sight word bank and at the same time increase his conceptual power. (See basic need no. 2)
3. Conduct inservice programs which would instruct teachers as to what kind of grouping procedures and instructional modules would best enhance the existing (or soon to exist) programs.
4. Conduct inservice programs which involve a teacher's use of the word recognition skills with one or two pupils in his classroom. The necessity of a vocabulary program should also be stressed.
5. Conduct inservice programs which involve the teacher's use of the various levels of comprehension and the organizational patterns of written materials with a group of children in his classroom.
6. Enlist the services of selected personnel (Combine interns for the intermediate grades) to assist the Resource Teachers in demonstrating, administrating, and consulting teachers in the classroom about the basic needs of students.
7. Enlist the services of selected personnel to aid in writing and developing materials to fit the basic needs of students in the classroom program.
8. Enlist the services of the Instructional Materials Center to reproduce and disseminate the materials of the proposed programs for the classroom reading component.

Suggested Guidelines for the Intermediate Basic Skills Center Reading Program

1. Improve communications with the participating schools on the following:
   a) the eligibility of children who attend the center in terms of reading achievement, participating in another remedial program (SLBP), grade level preference, etc.
   b) the testing program
   c) the scope and sequence of skills of the Basic Skill Center Reading Program
2. Retain and support the participating pupils until they have obtained the skills necessary for reading a 3^{1} level book as their independent reading level. This means the Basic Skill Center is responsible for the child's reading program exclusively and should therefore provide materials for the classroom teacher to insure the continuity of the program.
3. The participating school should provide a 30-40 minute block of time at the school in which the Basic Skill Center pupils will engage in language arts activities commensurate with their reading program. It is desirable to have the Basic Skill Center pupils under the guidance of one or two classroom teachers in order to provide the environment that is necessary for the success of the program.
4. Develop a phase-out phase-in unit from the Basic Skill Center Reading Program into the classroom program so that the pupil's reading program is continuous and successful.
5. Enlist the services of selected personnel to aid in writing and developing materials to fit the basic needs of the students in the Basic Skill Center Program.
6. Enlist the services of the Instructional Materials Center to reproduce and disseminate the materials necessary for the Basic Skill Center Component.

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